

# Kentucky Department of Education - Course Standards

**Course Code: 703022**

**Course Name: Elementary Theatre**

**Grade Level: K-3**

**Upon course completion students should be able to:**



<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>TH:Cr1.1.K</b>	<b>TH:Cr1.1.1</b>	<b>TH:Cr1.1.2</b>	<b>TH:Cr1.1.3</b>
<p>a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p>	<p>a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p>	<p>a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</p> <p>b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.</p> <p>c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</p>
<b>TH:Cr2.1.K</b>	<b>TH:Cr2.1.1</b>	<b>TH:Cr2.1.2</b>	<b>TH:Cr2.1.3</b>
<p>a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Participate in methods of investigation to devise original ideas for a drama/theatre work.</p>

## Kentucky Department of Education - Course Standards

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
drama, creative drama).  b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).	b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.
TH:Cr3.1.K	TH:Cr3.1.1	TH:Cr3.1.2	TH:Cr3.1.3
With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).  b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).  c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).  b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).  c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.  b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.  c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

## Kentucky Department of Education - Course Standards

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>TH:Pr4.1.K</b>	<b>TH:Pr4.1.1</b>	<b>TH:Pr4.1.2</b>	<b>TH:Pr4.1.3</b>
With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<p>a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Apply the elements of dramatic structure to a story and create a drama/theatre work.</p> <p>b. Investigate how movement and voice are incorporated into drama/theatre work.</p>
<b>TH:Pr5.1.K</b>	<b>TH:Pr5.1.1</b>	<b>TH:Pr5.1.2</b>	<b>TH:Pr5.1.3</b>
<p>a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p> <p>b. Identify the basic technical elements that can be used in drama/theatre work.</p>

## Kentucky Department of Education - Course Standards

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>TH:Pr6.1.K</b>	<b>TH:Pr6.1.1</b>	<b>TH:Pr6.1.2</b>	<b>TH:Pr6.1.3</b>
With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	Practice drama/theatre work and share reflections individually and in small groups.
<b>TH:Re7.1.K</b>	<b>TH:Re7.1.1</b>	<b>TH:Re7.1.2</b>	<b>TH:Re7.1.3</b>
With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	Understand why artistic choices are made in a drama/theatre work.
<b>TH:Re8.1.K</b>	<b>TH:Re8.1.1</b>	<b>TH:Re8.1.2</b>	<b>TH:Re8.1.3</b>
<p>a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.</p> <p>b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.</p> <p>b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text and pictures to describe how personal emotions</p>	<p>a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.</p> <p>b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text</p>	<p>a. Consider multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.</p> <p>c. Examine how connections are made between oneself and a</p>

## Kentucky Department of Education - Course Standards

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
	and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	character's emotions in drama/theatre work.
<b>TH:Re9.1.K</b>	<b>TH:Re9.1.1</b>	<b>TH:Re9.1.2</b>	<b>TH:Re9.1.3</b>
With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<p>a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.</p> <p>c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Understand how and why groups evaluate drama/theatre work.</p> <p>b. Consider and analyze technical elements from multiple drama/theatre works.</p> <p>c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.</p>
<b>TH:Cn10.1.K</b>	<b>TH:Cn10.1.1</b>	<b>TH:Cn10.1.2</b>	<b>TH:Cn10.1.3</b>
With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience	Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal	Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story	Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

## Kentucky Department of Education - Course Standards

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
(e.g., process drama, story drama, creative drama).	experience.	drama, creative drama).	
<b>TH:Cn11.1.K</b>	<b>TH:Cn11.1.1</b>	<b>TH:Cn11.1.2</b>	<b>TH:Cn11.1.3</b>
With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	Identify connections to community, social issues and other content areas in drama/theatre work.